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ABSTRACT

Small, sometimes multi-cultural, rural schools need specialized preservice teacher education programs to prepare teachers. After outlining the classroom, school, and sociocultural characteristics affecting a teacher's success and survival in a rural community, this paper discusses the apparent lack of rural content in teacher preparation programs nationwide. A review of topics covered by preservice teacher education programs and of teaching skills needed in small rural schools helps illustrate what is needed to improve preservice programs. The paper includes descriptions of nine rural preservice and inservice training programs in Hawaii, Alaska, Utah, Oregon, Montana, and British Columbia. The four Alaskan programs focus on the particular problems in recruiting and training teachers for remote Native villages. The paper includes five tables, 16 references, and two appendices covering rural education organizations and resources for multi-age classrooms. (SV)

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TEACHER PREPARATION FOR RURAL SCHOOLS

March 1, 1988

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TEACHER PREPARATION FOR RURAL SCHOOLS

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Rural Education Program

March 1, 1988

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PART I: A REVIEW OF PRESERVICE TEACHER EDUCATION PROGRAMS FOR RURAL SCHOOLS

Introduction

There is a need to provide unique training for individuals planning to teach in rural or isolated small schools. Rural communities and their schools are uniquely different from their urban and suburban counterparts. Clearly, research evidence and common sense suggest that rural focused teacher training is both desirable and necessary for teachers working in rural, small schools. This is especially true in settings where the population reflects linguistic and cultural patterns different from mainstream western society (i.e. Native populations of Alaska, Montana, the Pacific Islands, etc.)

This paper will review the unique constraints of small, rural schools and how these might be addressed through special teacher preparation programs. In no way does the focus of this paper mean to suggest that working and living in a rural community is not a positive experience. However, if prospective teachers are not adequately prepared to deal with those factors that are unique to rural teaching, they may never come to realize the positive aspects of small, rural schools and communities. In addition, an overview of currently used models for preservice teacher training will be discussed along with examples of programs designed for rural, small schools, including programs designed for students from linguistically and culturally different communities.

Unique Characteristics of Rural Schools and Communities

Many school and community conditions differentiate working in rural schools from working in larger urban or suburban districts. Gjelten (1978), an educator with extensive rural school experience, highlights these differences

when he says:

> Teachers are in a conspicuous position in the community, and while the attention is enjoyable, the lack of privacy may lead to feelings of vulnerability; the personalized atmosphere at school meant everyone was more affected by the pendular swing of morale; the lack of materials and facilities encountered by all small schools was often frustrating; and our separation from other schools and other teachers made it easier for us to lose perspective on our work. (p. 3)

Gjelten's focus here has been on the within-school characteristics of a rural setting. When attention is shifted to the rural community as a social and cultural context of the school, these rural-urban differences become even more complex, reflecting differences in shared values and beliefs. It is this cultural context of working in a rural setting that poses the greatest obstacle for preparing teachers to work in isolated communities and may well be the major cause for teacher turnover.

Table 1 provides a list of rural school characteristics drawn from the research literature. These have been organized into three distinct but interrelated groups (classroom, school, and socio-cultural factors) that impact upon a teacher's success and survival in a rural community.

Classroom Related Constraints

In small, rural schools, teachers may find themselves in the enviable position of having a smaller class size than a teacher from an urban district. If the teacher works in a one room elementary school, he or she may also discover the class consists of students from several grade levels. Often, even in a larger rural school, classes may be organized into a combination classroom. For example, a district may choose to combine grades three and four because of decreased enrollment at these grade levels. This creates a unique and

TABLE 1. Constraints Unique to Rural, Small Schools

Classroom Factors
Classes are often made up of more than one grade level
Often the student-teacher ratio is smaller
Teachers typically have three to five different preparations daily
Teachers often teach classes in areas in which they are not prepared
Limited and/or dated equipment, instructional materials and supplies
Limited informational resources for student use (media and library related)
Lack of support for dealing with special needs children
School Factors
Teachers often responsible for extensive administrative, supervisory, extra-curricular and maintenance responsibilities
Junior and senior high schools are often combined
Limited resources (supplies and materials outdated)
Teachers are more isolated from ongoing staff development
Little or no inservice support
Limited professional development information
Fewer defined rules and policies (a more informal administrative style)
Lower salaries
Socio-Cultural Factors
Difficulty in finding adequate housing
Difficulty in buying and selling property
Private lives more open to scrutiny
Cultural and geographical isolation and/or cultural/linguistic isolation
Services such as medical and shopping may be quite distant
High parental expectations for involvement in community activities
Greater emphasis placed on informal and personal communications
Loneliness of trying to fit into an often close knit community
Adjustment to extreme weather conditions

demanding teaching situation that many teachers are not prepared to handle. At the high school level, similar situations exist. A teacher may be called on to teach a subject outside the teachers area of preparation or experience or to teach a class that contains both junior and senior high students.

Resources may also be limited. Teachers often must contend with limited and/or dated equipment and curriculum materials. They have to learn to be flexible and creative, using available resources in the school and community (tasks and behavior often not addressed in preservice education). By contrast, the urban/suburban teacher often can call upon any number of support staff such as psychologists, counselors, and curriculum specialists. Often, the rural school teacher, especially those teaching in one and two room schools, must function in these roles. However, some states such as Oregon and Washington have Educational Service Districts that provide direct support to rural schools in terms of curriculum, staff development and supervision, thus reducing the role demands placed on rural, one room school teachers.

Prospective educators planning to teach in small, rural schools (especially in one or two room schools) will require a more specialized curriculum that prepares them for rural realities. This will mean the development and/or adaptation of strategies for working with multiage groups such as peer tutoring, cooperative learning, or individualized instruction. Teachers will also need to prepare and teach subjects outside their area of specialization. This will require skills in information management (an understanding of how to obtain and prepare materials for different subject areas). Teaching in these schools will also require flexible planning and communication skills that allow for adapting to the preferred (often informal) style of rural communities.

School Related Constraints

Schools often serve as the center of events in small, rural communities. Parents and community members come to expect that the school will offer all types of athletics, provide space for the 4-H club and the Boy Scouts, and be made available for various community service activities. The supervision of these community events usually falls to the school personnel. As a result, teachers are expected to assume extra-curricular duties and administrators are expected to make sure buildings are secure and that all events run smoothly. The chances for school-community conflict run high, especially when school budgets often cannot provide extra benefits commensurate with the extra time school personnel put in. In addition, in very small districts consisting of only one or two classrooms, teachers often must assume a wide range of responsibilities. They may carry out the duties of the principal, conduct all school supervision, and serve as the janitor. If teachers come to a small, rural school with expectations predicated upon factors related to urban and suburban schools (often defined by a negotiated master contract) then they are likely to be sorely disillusioned.

Resources for teacher salaries and staff development are frequently quite limited. Coupled with the isolation of small, rural schools, teachers find fewer opportunities for exposure to current educational trends and/or on-going staff development. It is not uncommon, for example to find these schools without a professional library of teacher resources or an instructional improvement program linked to school goals (or to find clearly articulated school goals, for that matter).

But working in small, rural schools does have its advantages, such as smaller class size, a more informal social climate that places a primacy on personal relations and fewer discipline problems. The important point here is awareness--awareness of the factors that differentiate small, rural settings from urban and suburban environments, how these differences manifest themselves in the school and result in differing roles and expectations for teachers.

Socio-Cultural Constraints

Although Table 1 provides a relatively inclusive list of school-community factors that are uniquely rural, the reader should be cautioned that the variation in rural settings is often greater than that found when comparing different urban or suburban environments. Jonathan Sher (1977), a long time rural researcher, believes that vast differences exist between rural communities:

> Rural America may well represent the single most diverse and heterogeneous group of individuals and communities in our society. The island village off the coast of Maine, a coal mining town in West Virginia, a ranching area in Wyoming, a college town in Minnesota, an impoverished community in the Mississippi Delta region, a ski-resort section of Vermont, a migrant-worker settlement in Texas, an Alaskan Native village near the Arctic circle, and a prosperous grain-farming area in Iowa have little in common except that they are all classified as rural areas of the United States. (p. 31)

A recent study (Arends, 1987) conducted by the nine regional education laboratories to assess the needs of rural schools in the United States revealed a great deal of variation across regions. For example, respondents from the midwest, central and northwestern states perceived the quality of their rural schools to be quite good. This is in sharp contrast to educators from the southeastern part of the United States. who had a great many concerns about the quality of their small, rural schools.

If one surveys a map of the United States in terms of ethnic populations, this diversity becomes even more extreme. In Montana alone, there are more than five different Native American populations living in rural environments, speaking different native languages, and having different historical/cultural traditions. Often these minority students do not come to school with the cultural and linguistic patterns found in the mainstream culture. This generally places them "at risk". In a similar manner, because teachers do not come to these communities with the cultural awareness and knowledge of community members, it usually places the teachers "at risk" as well. As a result, teacher turnover in these settings tends to be very high (Grubis, 1985). Dalton, Tharp, and Blain (1987), in recognition of such problems, describe the need for preservice programs aimed at preparing teachers to work with minority culture students:

> Many standard teaching practices, successful when applied to the majority culture student, are not effective with the educationally at-risk minority culture student. Even in Hawaii, students who do not enter school with patterns of language and behavior typical of the U.S. mainland majority culture require special consideration if they are to succeed in school. Unfortunately, schools with heavy enrollments of underachieving minorities cannot retain their teachers, who typically transfer to middle-class schools as quickly as their seniority will permit. This is no doubt due to teachers frustration with the lack of success in their classrooms, and the frequent misunderstandings and irritations that are all too frequent at any cultural interface. Most fundamentally, it is due to teachers' genuine incompetence to teach such children--a lack of competence that is attributable to a failure of teacher education programs to prepare them adequately for placement in schools that require special solutions. (pp. 1-2)

Clearly, when working in a rural community that is culturally different than one's own, the characteristics that make that school and community unique need to be understood. But more than simply understanding, teachers need to develop the sensitivity and skills for transferring their knowledge into attitudes and behavior that help them be effective in rural communities. Again, Gjelten's

comments (1978) are insightful:

> It is important to see this whole scene, because of the most characteristic feature of the rural experience is the interconnectedness throughout it. To be a successful teacher in a rural community requires integration of personal cultural, profession, and social dimensions. (p. 6)

Overview of Preservice Teacher Education

Preservice programs recognize that the professional teacher must possess both general and specific knowledge. The quality and quantity of this knowledge varies a great deal, depending on how the act of teaching is perceived by the training institutions (i.e. teacher as instructional manager, as behavioral scientist, as individualizer of instruction, as innovator, etc.). In other words, colleges, unconsciously or consciously, design their teacher preparation programs according to some theoretical view of the teachers' role. However, despite this diversity, a great deal of similarity exists in how they organize their teacher preparation programs. Table 2 provides an overview of the typical configuration found in teacher education programs.

What differentiates one program from another are the emphasis they place in each of the areas of preparation--whether they offer extensive field experience opportunities, offer unique areas of specialization, or require extensive academic coursework prior to the professional sequence. Since the purpose of this paper is to provide an overview and rationale for offering specialized programs for teaching in rural, small schools, no attempt will be made to evaluate the merits or drawbacks of any particular approach to teacher training. The next section of this paper will describe the general areas frequently covered in the professional preparation area. Special attention will be given to the topics needed in order to prepare teachers for rural, small schools.

Professional Program Content

As Table 2 shows, professional teacher training incorporates three general areas, educational foundation courses, pedagogical courses, and field experience. The majority of teacher preparation institutions provide a program which focuses on teaching in urban or suburban schools (Horn, 1985). Young (1981) believes that the general training such programs offer is also critically important to rural educators. She raises a cautionary note, "Probably the greatest danger lies in an over emphasis upon special training for rural education to the exclusion of more general considerations which are professionally important to teachers in all areas" (p. 174). When considering teacher career goals, it may be imperative for the trainee to have developed knowledge and skills applicable for both urban and rural settings.

Young's point (1981) is well taken and reflects the approach followed by many teacher preparation programs. Teacher education institutions must satisfy teacher career needs while at the same time must prepare teachers for rural and urban populations (see Horn, 1985). If teacher education programs narrow their focus too much, they could jeopardize the program. Nevertheless, teacher education programs could do much more to prepare teachers for the unique characteristics of small, rural schools. Minimally, this preparation could take the form of field experiences in rural settings.

The Current Status of Rural Preservice Teacher Education

Many teachers according to Gardner and Edington (1982) apply for positions in rural schools, but only a small number are prepared for the "cultural isolation that normally is experienced in rural areas" (p. 2). The end result is

TABLE 2. Program Components of Teacher Education Programs

Preparation Area	Content
General Education	Academic courses taken from the humanities, natural science, social sciences, math, etc.
Teaching Specialization	Courses in the specific academic area the teacher is preparing to teach and for which they will be certified (for secondary it is an academic subject such as English while at the elementary level it is usually a broad range of subjects taught in elementary schools).
Professional Training	
Foundational studies in education	These are courses which aim to provide a background of the role and nature of education in society. Courses include subjects such as history (history of education), philosophy (purposes of education), psychology (human development), sociology (function of schools in society) and the political and legal basis for education.
Generic and specialized teaching knowledge and skills	General and special courses aimed at teaching students the basics of planning, implementing, and evaluating instruction. Special courses focus on teaching special subjects (PE methods).
Field Experiences	Opportunities aimed at providing direct classroom experience in the area of preparation. Student teaching is the most common field experience, but there has been a steady trend toward including a broad range of field experiences during professional preparation.

often a high rate of teacher turnover (Grubis, 1985; Williams & Cross, 1987). In states and countries with a high percentage of rural communities such as Alaska, Montana, Canada, or Australia, recruiting and retaining quality teachers is problematic. Williams and Cross suggest two possible solutions--improved teacher screening and the use of specialized rural teacher preparation programs tightly linked to field experiences. This paper focuses primarily on their second solution. It seems reasonable to assume that if prospective teachers gained both cognitive and experiencial knowledge of the unique features of rural communities and schools, they would make better informed decisions and a form of self-screening would likely take place.

Jones (1987) conducted a survey of teacher preparation programs in twenty-seven rural states (Hawaii and the Pacific Islands were not represented). Two hundred and eight institutions responded to a thirty-item questionnaire designed to collect rural education information. Jones found that only 10.1% of the 208 public and private institutions responding offered a preservice program for teaching in rural schools. Three colleges (Heritage College, Toppenish, WA; Eastern Oregon State College, La Grande, OR; University of Portland, Portland, OR) in the NWREL region indicated they currently operate a rural education program. In addition, three respondents indicated such programs were currently under development (University of Alaska at Fairbanks; Washington State University, Pullman, WA; Whitman College, Walla Walla, WA).

Barker and Beckner (1987) conducted a similar study to determine how many institutions offered even one course related to rural school teaching and what percentage of faculty were engaged in research and/or publications on rural education or small schools. Not surprisingly, of the nearly 14,000 faculty members represented by the study, only 1.9% indicated any involvement. Of

the 306 institutions that responded, only nine reported "a course(s) devoted solely to the study of rural or small schools" (p. 2). Nearly 30% included rural education as a subtopic within a more general education course.

This apparent lack of rural preservice content does not mean that programs emphasizing working in rural schools and communities is not desired or needed. In fact, over half of the respondents in Barker and Beckner's (1987) study felt teaching in rural schools was different than teaching in urban or suburban schools. However, only 30% felt that their college/university should develop such a program. There are several reasons for this low level of support. Seventy-five percent of the nation's school children attend urban or suburban school systems, even though nearly two-thirds of the nation's schools are rural (Barker & Beckner, 1987). There are simply more resources flowing into urban/suburban school systems. It is financially advantageous to provide training to the teachers who will eventually work in urban/suburban schools. In addition, educational policy reflects this focus on urban/suburban schooling. For example, Horn (1985) points out that state accreditation standards have moved toward greater specialization and extended programs (i.e. 5th year certification). Thus, fewer teachers will be able to obtain the multiple teaching endorsements so necessary in small, rural high schools. Rural communities therefore find themselves at a disadvantage and many good teachers may never experience the rewards of working in a rural school.

Often the geographical location of the teacher training institution determines the characteristics of the teacher preparation program. In part, this determination grows from the availability of field experience placements for prospective teachers. In our contacts with institutions in the NWREL region, we found that colleges located in isolated areas (e.g., Fairbanks, Alaska; Eastern Oregon; or Eastern Montana State College) offered either a special rural

preparation program or a rural education strand woven throughout the general preservice offerings. Several of these programs will be described later.

In developing a rural teacher education emphasis or program, it seems safe to suggest that the schools and communities served by the teacher graduates should also be considered--their socio-cultural makeup, size, location, and organization. In addition, research-based clinical knowledge applicable across urban and rural settings should be considered. However, since nearly all of this research-based knowledge has been derived from studies of urban and suburban schools, it needs to be applied to rural settings with caution.

Because of the diversity of rural populations and environments, it is unrealistic to suggest that a "one best" set of programs, activities, courses or experiences exist. However, through a review of the research literature and information received on currently operating rural education programs and activities, an outline of topics and experiences is presented in the following two sections.

The first section, general topics, will focus on outlining areas commonly incorporated into preservice teacher education programs that emphasize preparation necessary to teaching in general. The second section will describe topical areas reflecting the unique characteristics of rural environments. The intent is to provide an outline and a set of resources upon which to inquire, plan and develop a rural education training capacity. (Those individuals seeking more detail should refer to the individual programs reviewed in part two of this paper).

General Topics

Evertson, Hawley, and Zlotnik (in Horn, 1985, p. 33) in a review of effective teacher preparation programs, summarize what they found to be core teaching skills which promote student learning:

- maximize academic learning time
- classroom management and organization
  - planning rules and procedures and teaching these to students
  - monitoring student work and behavior
  - keeping students accountable for academic work
  - planning lessons and providing for alternative ways of grouping
- using interactive teaching strategies
- communicating high expectations for student performance
- rewarding student performance

Most of the programs reviewed by Evertson et al. (1984) reflect an emphasis on preparing teachers for urban/suburban environments. One suspects effective teachers, whether in rural or urban settings, use these core teaching skills. What is often lacking in these programs is how these skills could be implemented in small, rural schools where conditions significantly vary from larger districts. For example, how does a teacher trained in classroom management skills for a class of 30 sixth graders adapt those skills to a rural, multiaged classroom of 19 4th, 5th, and 6th graders? Rural teachers must face many situations for which they have not been specifically prepared. High school teachers may have to teach both junior and senior high students in the same classroom. Teachers may often have to teach subjects outside their field of preparation (music, art, or p.e. at the elementary level; science, history or English at the secondary level). Because many small, rural school districts have limited resources, teachers may also have to teach with dated curricular materials, limited supplies, and fewer media/library resources for their students.

Horn (1983) surveyed 162 Kansas teachers working in small, rural schools to determine areas of college studies perceived most important for success in their current teaching assignment. Table 3 indicates the top ten ranked items. Clearly, pedagogical related expertise such as communications skills (oral, written, and working with fellow teachers), management and organization skills ("organizing and managing the classroom," and "planning and organizing instruction") and keeping students on task ("controlling discipline," "motivating students," and "individualizing instruction") received the most frequent responses.

In a study conducted in eastern Oregon, Slater (1987) asked veteran teachers to indicate what were the needs of teachers new to each of their respective rural schools. Not surprisingly, Slater's findings were quite

TABLE 3. Ten Teacher Preparation Areas Perceived as Most Beneficial by Kansas Teachers in Their Current Positions

Rank	Area
1	Oral communication
2	Controlling discipline
3	Organizing and managing the classroom
4.5	Teaching (major) speciality
4.5	Motivating students
6	Planning and organizing instruction
7	Written communications
8	Working with other teachers
9	Second (minor) teaching specialty
10.5	Individualizing instruction
10.5	Selecting curriculum materials (Horn, 1983, p. 14)

similar to Horn (1983). The need for communication skills in speaking and writing and the interpersonal skills needed to work with fellow teachers were ranked high. When teachers were asked to tell about valuable instructional topics necessary for successful teaching, classroom management, knowledge of existing inservice programs in their respective schools (e.g., Instructional Theory Into Practice) and student motivation received the highest ranking. Subject matter knowledge was also ranked high. Interestingly, and probably due to the open ended nature of the questions, teachers frequently mentioned the importance of being sensitive to community values and school norms.

Barker and Beckner (1987) surveyed 307 teacher education programs in 48 states, seeking to identify which areas of teacher education received the most attention. Using a rating scale of 1 to 5, where 1 represents "no emphasis given" and 4 to 5 represent "considerable" to "great emphasis" given, the following topics were perceived as receiving the most emphasis (including percent of agreement):

1. Practical methods courses (95%)
2. Training to recognize and appropriately refer exceptional children (83%)
3. Better preparation in two or more subject fields (68%)
4. Training that helps teachers understand the role of the community in American society (65%)
5. Learning to teach with limited resources (52%)
6. Preparation in guidance and counseling (31%)

From both the perspective of practicing teachers and from teacher education institutions, certain general areas of preparation appear vital to all teachers:

- subject matter knowledge
- effective written and oral communication skills
- interpersonal skills for working with other teachers

- instructional skills: planning, organizing, presenting, and evaluating
- classroom management
- motivating students
- socio-cultural understanding and sensitivity
- selecting and/or adapting curricular materials to meet student needs

Rural Focused Content

In the Barker and Beckner study (1987) cited earlier, the items receiving the least emphasis from teacher education institutions reflect those activities most closely related to the needs of small, rural schools:

1. Practicum or student teaching in a rural setting (28%)
2. Ability to teach two or more grade levels in the same room (16%)
3. Course work directly related to rural school teaching (13%)
4. Exposure to a course in rural sociology (12%)

Although sorely needed, an emphasis on preparing teachers for work in small, rural schools is missing from most teacher education programs represented by Barker and Beckner's study. Conspicuously missing is any reference to multicultural issues of schooling. This is not to say that many good things are not offered that prepare teachers for rural settings. It does suggest that greater emphasis needs to be placed on developing the awareness, knowledge, and skills necessary for being a successful rural teacher. It also suggests that those programs presently operating need a forum for becoming more visible. In our informal contacts with teacher institutions, we have discovered numerous rural focused programs and activities offered at both the undergraduate and graduate levels (see Part II of this paper). Like the populations of the many rural communities served, information about these programs tends to travel via a rather informal network of involved rural educators.

Curriculum and Instruction. Prospective rural educators need specific skills that will enable them to successfully meet the instructional needs of rural students within the unique instructional organization of the small, rural school. This means that teachers will need preparation in:

- developing and/or adapting curriculum for use in the multigrade classroom
- utilizing community resources effectively, both in and outside of school
- learning to guide students through independent learning activities
- the role of the teacher in the schools career/vocational preparation program
- instructional strategies for delivering instruction simultaneously to multiple grade levels in a single room (e.g., cooperative learning, individualizing instruction, cross age tutoring, and the use of various models of teaching)
- coursework in how to integrate the curriculum
- counseling and career guidance skills
- teaching physical education without a gym
- teaching without a curriculum guide
- teaching science without a formal lab

The emphasis here is on the development of a broad range of instructional strategies, resourcefulness, and the skills for teaching and managing heterogeneous groups with limited resources (see Appendix A, for a list of resources for multiage classrooms).

Socio-cultural. The context of rural teaching is as vitally important as what happens in the classroom. Rural teachers are highly visible to the

community. Unless teachers have grown up in rural communities similar to where they teach, they will need to develop cultural awareness and understanding, regardless of the ethnic makeup of the community. Given the great variation in rural communities, prospective rural educators should first develop an awareness of the cultural differences that may exist between their own unique background and those of people living in different rural areas. The belief here is that working in an isolated, small community may be akin to the multicultural experience one might find working in a linguistically different community. When an individual ventures into a community that is different than his or her own, cultural tension may be experienced because he or she may not know the values, standards or customs which give the community its unique identity. Grubis (1985), in drawing on the research of Guthrie (1966, 1975), describes a protracted form of this tension as "cultural fatigue." According to Grubis, teachers often experience "cultural fatigue" when confronted with a community whose values, beliefs, and customs differ markedly from the teachers. The new teacher generally goes through three stages, arriving at the final stage with one of two attitudes: "hanging in there" and tolerating the conflict for career reasons, or he or she "begins to understand the host culture and community and the negative and positive aspects of the particular cultural scene becomes more equal" (p. 15).

The situation Grubis (1985) describes, provides a useful framework for what happens to a large number of unprepared teachers arriving in a small, rural community. Prospective rural teachers need knowledge regarding how enculturation determines their attitudes and beliefs and they need to directly experience cultural differences. To achieve this, programs should provide:

- preparation in observation and recording skills
- early field experiences in rural and linguistically different communities
- an opportunity to apply, reflect, and discuss their practicum experiences with colleagues and experienced rural teachers and community members
- preparation in the social organization of the classroom and the school
- a specific course in rural sociology
- preparation in multicultural education
- preparation in culture and sociology (especially rural)

Many of the topics that have been discussed are not limited to prospective rural teachers, but could easily apply to anyone going into teaching or trying to understand and live in a culture different than one's own. Grubis (1985) points out that:

> Teachers have, as do all people, conditioned responses which were formed by the societies [or groups] in which they matured. These static responses and understandings determine the rules, maps and plans which constitute their world view. This ethnocentrically influenced world view is an inhibiting insulator in developing cross-cultural understanding and transcending the ambivalence stage of cultural fatigue. (p. 15)

Conclusion

It is well documented that a need exists for improving the preparation of teachers who will work in small, rural schools. Many teacher educators situated in rural settings have known for a long time that teachers need to be prepared to live and work in a rural community. New teachers who have taught in a small, rural school know the need for special preparation even better. Too often teacher education programs have only offered a traditional teacher education program along with student teaching and/or living in a rural community. However, those constraints identified by researchers and experienced rural

teachers as unique to rural schools (i.e. multigrade instruction, limited professional development opportunities, cultural and geographical isolation, etc.) need to be addressed in a more systematic fashion than has been done in the past.

Table 4 provides an assessment and planning matrix for helping educators address the unique constraints found in their own rural schools and communities. On the left side of the table, the constraints associated with each level of the rural community have been arrayed. At the top of the table, running from left to right, are preservice strategies. These have been drawn along a continuum from options provided on the college campus (mostly course based) to those experiences occuring in the field. Checks have been used to indicate the possible places and/or ways each variable might be addressed by the teacher education institution. It is important to keep in mind that the constraints listed in Table 4 are generic, having been drawn from studies across a wide range of rural settings. A teacher education program might consider adding or deleting from this list, based on the characteristics of the communities they serve. For example, if teachers were being prepared to live and teach in a rural, Native village school in Alaska, then the specific characteristics of that setting would need to be identified and included. The key issue in this example is the development of a program which matches teacher education content and process to the setting where the prospective educator might teach.

There are many ways to develop the knowledge and skills prospective rural educators need. The approach suggested in Table 4 focuses heavily on socio-cultural understanding gained through course work and field application along with a strong emphasis on problem solving skills. It is strongly believed, that because small, rural schools lack the support and information services of urban and suburban schools, teachers have to be more self reliant. They have

TABLE 4. Planning Matrix for Rural Teacher Education

PRESERVICE STRATEGIES

Campus to <----------> Field Based

RURAL CONSTRAINTS	Rural Sociology	Rural Field Research	Cross Cultural Communication	Problem Solving with Case Studies	Educational Resources	Multi-cultural Teaching	Multi-grade/Subject Instruction	Microteaching	Curriculum Integration	Cooperative Learning	Community as Resource	Mentor Teacher	Using Cohort Grouping	Rural Field Study	Teaching Practicums	Live with Family
Classroom Factors																
Multi-age Classrooms		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	
Out of Field Classes		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔	
Multiple Preparations		✔		✔	✔		✔	✔	✔			✔	✔		✔	
Lack of Support Services		✔		✔	✔	✔	✔		✔	✔	✔	✔	✔		✔	
Limited Information Resources	✔	✔		✔	✔		✔	✔	✔	✔	✔	✔	✔		✔	
Limited Equipment		✔		✔			✔	✔			✔	✔	✔		✔	
Limited Supplies/Curric.		✔		✔	✔	✔	✔	✔	✔		✔	✔	✔		✔	
School Factors																
Expanded Duties		✔		✔			✔				✔	✔		✔	✔	
Poor Budgets		✔		✔							✔	✔		✔	✔	
Limited Staff Development		✔		✔		✔	✔	✔		✔		✔		✔	✔	
Lower Salaries		✔		✔								✔				
Fewer Defined Policies, etc		✔		✔								✔	✔		✔	
Combined Schools		✔		✔			✔		✔			✔	✔	✔	✔	
Socio-Cultural Factors																
Privacy	✔	✔	✔	✔									✔	✔		✔
Community Involvement	✔	✔	✔	✔	✔	✔	✔		✔				✔	✔		✔
Cultural Differences	✔	✔	✔	✔	✔	✔	✔		✔		✔		✔	✔		✔
Informal Communication	✔	✔	✔	✔		✔	✔				✔		✔	✔		✔
Geographic Isolation	✔	✔		✔	✔								✔	✔		✔
Linguistic Isolation	✔	✔	✔	✔	✔	✔					✔		✔	✔		✔
Housing	✔	✔		✔									✔	✔		✔
Loneliness	✔	✔	✔	✔	✔	✔				✔		✔	✔	✔		✔

to be what Judith Kleinfeld calls, "The Teacher as Inventor." This means teachers need to be good problem solvers, able to assess their community and school learning environments, able to draw on community resources and skillful at curriculum integration.

The programs described in Part II were chosen because they illustrate the various approaches described in Table 4 for preparing teachers to live and work in rural communities. It is recognized that there are other programs in the region which may provide effective rural preservice and inservice programs. They have not been included owing to time and space. Several rural organizations have been listed in Appendix B for those interested in gaining additional information on programs preparing rural educators.

PART II: PRESERVICE AND INSERVICE RURAL PROFESSIONAL DEVELOPMENT PROGRAMS

Preservice Programs

Pre-service Education for Teachers of Minorities (PETOM) The Hawaii University/Schools Partnership Program

For the last fifteen years, researchers and program developers at the Center for Development of Early Education of the Kamehameha Schools have operated an elementary education program (KEEP) that weaves the social and cognitive strengths of Hawaiian, part-Hawaiian and other at-risk minority students into the everyday fabric of their classroom experiences. Because of the long standing successes of the KEEP program, a partnership between the Kamehameha Schools/Bishop Estate, the University of Hawaii Colleges of Education and Arts and Sciences, and the State of Hawaii's Department of Education was formed. This partnership focused on the development of a preservice teacher training program for working with at-risk minority students. (Although PETOM is not specifically a rural education program, it does provide an excellent example of matching the needs of its rural, suburban and urban populations to teacher training.)

Table 5 (Dalton, 1987, p. 6) provides an overview of the four semester PETOM program which has been organized around semester strands (A through E).

The academic component of PETOM is taught by faculty from the KEEP program and from the faculty of the University of Hawaii. The field training component is conducted in KEEP classrooms. The general studies element of

TABLE 5. Overview of the Preservice Teacher Education for Teachers of Minorities (PETOM)

Semester	1	2	3	4
Strand A: Methods	Methods of Instruction I	Methods of Instruction II	Elective	Student Teaching
Strand B: Theory & Research	Culture, Cognition & Education	Child Development	Theory & Research in Teaching	
Strand C: Skills	Classroom Management	Reading, Writing & Thinking	Language Development	
Strand D: Inquiry	Introduction to Inquiry	Classroom Assessment	Individual Research Seminar	
Strand E: Field	Field Experience I	Field Experience II (Microteaching)	Field Experience III (Microteaching)	Student Teaching Seminar

the teacher education program is provided by the core curriculum of the University of Hawaii's College of Arts and Sciences.

What differentiates this approach from most other teacher education programs is the tight integration among college courses and classroom (field) experience. This is facilitated by extensive field experience and constant communication between KEEP teachers and university faculty. In addition, each strand provides generic knowledge and teaching skills and the content necessary for developing competency in teaching educationally at-risk minority culture students. For example, in Methods of Instruction I, students learn the general pedagogy of elementary school teaching while at the same time

learning how to adapt it to at-risk students. A major emphasis is placed on course transference to the classroom setting through microteaching and extensive field experience. This concept of adaptation runs throughout the five program strands.

For information contact: Stephanie Dalton
Center for Development of Early Education
1850 Makuakane St.
Bishop Estate
Honolulu, HI 96817

Rural Education Improvement Project
Western Montana College

Western Montana College, located in Dillon, Montana, has been awarded a refundable three year grant (Rural Education Improvement Project) to address three crucial rural education needs: (1) the critical teacher shortages in rural areas across the U.S., (2) the lack of university support for rural teacher education programs, and (3) the lack of innovative preservice models specifically aimed at preparing teachers for small, rural schools. The project aims to develop an undergraduate teacher training model incorporating extensive field experience in 7-10 sites. Each site will consist of a cluster of small combination high school/elementary schools and rural one to three teacher elementary schools. A unique feature of the project is a provision for inservice and preservice courses to be conducted at each site, thus enhancing the opportunity for collegial learning between teachers and trainees. Project staff hope to train approximately 50 teachers within the next five years.

In its first year of operation, program staff offered several courses aimed at providing prospective students with detailed knowledge of life and work in a rural setting. Prospective teachers begin their program with an introduction to

education course (ED 101) that provides students with sufficient background information on the foundations of American education (and specifically Montana schools) so they can make an initial decision on whether to make teaching a career. This is followed by direct exposure to rural schooling and communities.

Exploratory Field Experience--ED 278 is an intensive week long course where sophomore students live with a rural host family, while spending the week in a small, rural school. The in-school experience is structured around a set of observation guides that focus the student's attention to important classroom, school and community constraints.

A third course, Rural Education I--ED 450, focuses on the unique "instructional methods applicable to small elementary and secondary schools including multigrade management, subject integration, local resources, and supply/material limitations."

For information contact: Richard Sietsema, Director of Rural Education
Western Montana College
Dillon, MT 59725

X-CED Program
Center for Field Programs
University of Alaska at Fairbanks

X-CED is a field based program offering elementary and secondary certification that seeks to train cross culturally sensitive educators for rural and urban Alaska schools.

The program operates in 8 different regions of Alaska. Students are selected by a regional panel and are required to live within the region. One University of Alaska faculty member lives in each of the regions and provides courses, program coordination, supervision, tutoring and advising for X-CED students. Course and practicum requirements are the same as those offered in

the on campus program at Fairbanks. However, all graduation requirments may be completed in the field.

For information contact: Jim Stricks, Coordinator
The Center for Field Programs
7th Floor, Gruening
University of Alaska at Fairbanks
Fairbanks, AK 99775

Teacher Education Program
University of Alaska at Fairbanks

The University of Alaska offers a basic four year program leading toward elementary and secondary certification. Although the program does not offer a specialized rural education program, it does provide an extensive preparation for working in rural Alaska schools. Nearly 50% of the teacher education students are placed in rural settings for student teaching. During their practicums, they often live in remote Native villages. Supervision is frequently carried out by practitioners who fly in for as long as a week at a time. An innovative feature of the program is the use of retired teachers with experience in rural settings. In addition to the rural practicums, many courses are offered that focus on rural teaching and community life.

For information contact: William Perret, Chairman
Department of Education
University of Alaska at Fairbanks
Fairbanks, AK 99775

Teachers for Alaska (TFA)
Center for Cross Cultural Studies
University of Alaska at Fairbanks

Research staff at the Center for Cross Cultural Studies at the University of Alaska at Fairbanks have developed an intensive post-graduate teacher

training program for preparing individuals to work in the small, isolated village high schools of Alaska. Unlike the small, rural schools often found in the midwestern part of the United States, these rural Alaskan schools exist in villages of Native Alaskan peoples speaking English as a second language. These communities are culturally different than the ones most mainland teachers are familiar with. The isolation of these schools coupled with culture and language differences creates great demands on teachers. The majority of teachers undergo "culture shock" and last from one to two years. The aim of TFA is to develop Alaskan teachers who can successfully assume three roles that will enable them to live and work effectively in rural Native villages:

Researcher_____a teacher who can take the role of participant-observer in analyzing the problematic and uncertain situations of professional practice, construct alternative notions of "what is going on here," and test and revise theories-in-use through action.

Decision-maker_____a teacher who can use a wide variety of information to organize an environment in which a student chooses to participate in learning experiences.

Inventor_____a teacher who is not textbook-bound but who can create an education that fits a particular context, especially the contexts of small rural communities.

TFA is a one-year secondary certification program organized around a four part framework:

1. Recruitment:

TFA seeks individuals who can successfully live and work in an isolated and culturally different community. These individuals must also be academically and practically flexible since they may be only one of two teachers in the school system. Using a set of competencies taken from studies of effective rural, Alaskan schools, the center has developed a profile of personal characteristics most likely to be successful. The program seeks individuals with a broad academic bachelors degree.

People with varied life experiences and broad practical knowledge are desired. For example, these are people who may have traveled, possess musical talent, carpentry skills, and can demonstrate an aptitude for being self sufficient. Another important area of competency is in the area of interpersonal and political skills. Rural Alaska schools require individuals who get along well with other people and who are culturally sensitive to local community politics. Only fifteen people are recruited a year and a priority is given to Native Alaskan populations.

2. Cohort Groups:

The fifteen people selected for the program are organized into a cohort group. They move through the program together. Students are scheduled to observe in the same schools, take classes, and complete projects as a group. Every effort is made to develop a strong, interdependent collegial relationship among students. The attempt is to change the way most students are traditionally conditioned in schools to be competitive and grade focused. The desire is the development of teachers who can work and learn well together and who place a high regard on personal relationships (reflecting the style and nature of rural, Native Alaskan communities).

3. The Curriculum:

The program is not course driven. Instead, it is organized around the practical problem of teaching, especially in rural Alaskan villages. Four basic course areas constitute the curriculum and reflect pressing issues of rural Alaskan schools:

- Reading and Language
- Math and Science
- Social Studies
- Managing the different cultures of the school, community and central office

Course content begins with the generic issues of teaching then moves toward the specific application in the rural Alaskan Native communities. For example, students learn basic skills necessary for using diagnostic

reading materials or strategies for managing and organizing a classroom, but they would also learn how to adapt these strategies. Program staff do not simply introduce a set of application prescriptions. The effort is in developing and internalizing problem solving skills that enable teacher trainees to make informed and successful teaching decisions that reflect the characteristics of the students they will teach. Extensive multicultural case study material and simulation are used. These are developed by practicing teachers and set a context for discussion, strategy development and application. To increase the validity of the curriculum and instruction, practicing rural (especially Native) teachers are used heavily in the program.

4. Field Experience:

An apprenticeship model is used throughout the field experiences. Students begin with a practicum that runs from September through October. During this time they work with a mentor teacher. During the last part of the school year they student teach in a rural, Native Alaskan village comrnunity. These field experiences allow teacher trainees to experience the beginning and end of the school year.

In addition, several extensions have been added. A multicultural emphasis for secondary teachers working in small "towns" and a K-12 certification for small schools was implemented in 1987. However, program staff emphasize that the primary purpose of the TFA program is preparing Alaskans to teach and live in Native village communities.

For further information contact: Judith Kleinfeld
Center for Cross Cultural Studies
University of Alaska at Fairbanks
Fairbanks, AK 99712

Canadian Teacher Education Program for Rural Teachers
University of Victoria
Victoria, BC, Canada

The faculty of education at the University of Victoria have developed and implemented a comprehensive four year rural teacher education program. By providing extensive training and experience for working in rural settings, program developers hope to reduce teacher attrition in rural schools. Evidence so far indicates that teachers who have graduated from the program and have been placed in rural schools have a high success rate.

For the first two years of the program, students remain on campus and are involved in a traditional college program. During the last two years, students are involved on the Early Field Experience (EFE). This consists of extensive field experiences at a satellite campus located in a rural setting. In the third year, all students complete a month long internship in a local rural school. While in the school, students will teach multigrade classes, participate in extra-curricular and community activities, and teach at both primary and elementary levels. Students also learn to observe, keep a journal, and discuss their experiences. Two other practicums are required where students live and conduct research in a rural setting. This involves such activities as riding the longest bus route, leading a school activity, and gathering data in order to take part in seminar discussions. The fourth year is similar to the third year except students will complete a six week student teacher practicum. After satisfactory completion of their fourth college year, students receive a provisional teaching certificate. Upon completion of their fifth year, students receive a Bachelor of Education degree.

The course offerings and activities emphasize the socio-cultural aspects of rural life and require students to develop a rather broad and comprehensive perspective on rural society and schooling. The course outline for the Early Field Experience (EFE) component of their rural teacher education program clearly illustrates the breadth and depth of topics:

Historical Background of Rural Schools over the past 60 years
Analysis of Grounded Theory Technique
Rural Community: A Survey of Concepts
Demographic Study: The Community Served by the School
Community Resources Study: To Enrich the Curriculum
Community Power Structure
Organizational Theory of Rural Schools
Role of Beginning Rural Teacher
Rural Values and Attitudes: A Literature Review
Personal Satisfaction Predictors
Major Issues in Rural Society
Alternative Models for Rural Education

For further information contact: Richard L. Williams or
William Cross
Faculty of Education
University of Victoria
Victoria, B C, Canada

The Rural Elementary Teacher Training Project (RETT)
College of Education
Brigham Young University

The College of Education at Brigham Young University has operated their rural teaching training program for the past fourteen years, providing rural teaching experiences for over 250 prospective teachers. RETT is a field based program whereby student teachers are placed in rural communities and live with a local family for the duration of their student teaching experience. The

program is voluntary and aims at prospective teachers being able to "compare their life styles with rural America" (Campbell, 1987, p. 1). The most unique feature of this program is the well thought out "reciprocal incentives and benefits (p. 3)" between the university and the local rural school districts. For example, all rural student teachers are interviewed by a rural district administrator before being placed, districts are encouraged to use the student teachers as substitutes and/or aides, inservice and education courses for the student teachers are taught in the rural setting, and supervision of the student teacher is jointly shared (this provides a double perspective on supervision for the prospective teacher). The local districts and teachers agreed to forfeit their student teacher honoraria, to arrange housing with a local family for the student teacher, and to provide facilities, as needed, for student teacher courses.

RETT provides an excellent example of a field based rural teacher training program where prospective teachers have an opportunity to live and work in a rural setting prior to their first full time teaching position. Teachers trained in the RETT program are able to screen themselves for the kind of teaching environment they would like to work in. A great majority, once they experience the benefits of a rural district, choose rural teaching.

For further information contact:

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Rural Elementary Teacher Training
210-P , MCKP
College of Education
Brighman Young University
Provo, UT 84602

Inservice Programs

The Cross-Cultural Orientation Program (X-COP) University of Alaska at Fairbanks

The X-COP program is a year long staff development and inservice program designed to train certified teachers and administrators with the skills and intellectual understanding to live and teach effectively in rural Native villages. The program is designed primarily for individuals who have no previous exposure to rural Alaska and its multicultural population.

Educators participate in three sequential three-credit courses in the summer, in the fall, and in the spring. There is also two intensive one week sessions conducted in January and in June. This long term approach to staff development also incorporates extensive field based experiences and the use of experienced Native Alaska educators. The program is designed to work in consort with local district orientation programs, where such issues as:

1. Specific job expectations
2. School district philosophy and policies
3. Orientation to the specific community in which the educator will be working
4. Curriculum materials and programs used in the district (Grubis, 1985, p. 19)

The X-COP program is implemented in three phases. The first phase begins with a three week session on campus. The participants are exposed to a variety of issues aimed at developing a sensitivity to the multicultural makeup of Alaska. A wide range of experienced Alaska educators provide the training and cover such key issues as the following:

A. A historical framework for reviewing contemporary issues in Alaskan education
B. The anthropology of Alaska Natives
C. The evolving life style in villages of Alaska
D. Native corporations
E. The formal and informal learning environments of the Native child
F. Cross-cultural teaching strategies
G. Multigrade/multi-subject classrooms
H. Teacher performance in rural classrooms
I. Students' special language needs
J. The computer in rural schools (Grubis, 1985, p. 19-20)

Phase II and III are field-based and consist of one course per semester.

The first course is titled "The Social Organization of Classrooms and Learning," and the second course is called "Education and Cultural Process." During all phases of training, an infrastructure of support is developed and maintained by meetings, correspondence, and a journal publication. Research data collected indicates that the X-COP program has been effective in reducing teacher attrition (Grubis, 1985).

For further information contact: Stephen F. Grubis
Associate Professor of Cross-Cultural Education
University of Alaska at Fairbanks
Fairbanks, AK 99712

Rural Education '87
Southern Oregon State College

Often, teacher training programs recognize the need for programs geared for small, rural schools, but for one reason or another, do not offer a comprehensive program. Instead, they offer courses specifically geared for rural teachers already in the field. Rural Education '87 is just such a course. Developed by Dr. Neil McDowell at Southern Oregon State College, the course

is a two-week residential program designed specifically for teachers in multi-level classrooms. This course has been offered for several years and incorporates a collegial learning format where participants (representing a wide range of rural, small schools) share ideas and strategies used successfully in their respective schools.

In developing the course, Dr. McDowell has attempted to ground course content in the perceptions of teachers actively teaching in small, rural classrooms. The result tends to be a hands-on and practically relevant experience for rural teachers. The following description provides a flavor of the needs and content offered in the course:

> We find the greatest interest centered around such topics as (1) PE for multi-level groups; (2) classroom management: not your typical approach, but how one manages to juggle 8-10 curricular offerings for 3-20 children in grades K-12; (3) how to put on a Christmas Program when you have only one first grader, two third graders, and one eighth grader and you expect 200 people to attend; (4) sharing of Materials that Work for Me; and (5) a heavy emphasis upon the Language Arts (Neil McDowell).

For information contact: Neil A. McDowell, Chair
Department of Education
Southern Oregon State College
Ashland, OR 97520

References

Arends, J. (1987). Building on excellence: Regional priorities for the improvement of rural, small school. A report to the National Rural, Small Schools Task Force by the Regional Educational Laboratories. Washington, D.C.: Council for Educational Development and Research.

Barker, B. & Beckner, W. (1987). Preservice training for rural teachers: A survey. The Rural Educator, 8(3), 1-4.

Campbell, M. (1987, October). Preparing rural elementary teachers. Paper presented at the Annual Meeting of the National Rural Education Association, Lake Placid, NY.

Dalton, S., Tharp, R., & Blaine, D. (1987, April). Pre-service education for teachers of minorities: The Hawaii University/School Partnership Program. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.

Evertson, C., Hawley, W., & Zlotnik, M. (1984). Using research to improve teacher education: A review of research. Nashville, Tennessee: Vanderbilt University, Peabody College.

Gardener, C. & Edington, E. (1982). The preparation and certification of teachers for rural and small school. ERIC/Cress.

Gjelten, T. (1978). Schooling in isolated communities. (ERIC Document Reproduction Service No. 153 776).

Grubis, S. (1985). A staff development program for teachers in northern Native villages. The Canadian Journal of Native Studies, V(1), 11-25.

Horn, Jerry G. (1983). Attempting to develop a program response to the needs of those preparing to teach in rural/small schools. (ERIC Document Reproduction Service No. 230 320).

Horn, Jerry G. (1985). Recruitment and preparation of quality teachers for rural schools. (ERIC Document Reproduction Service No. 258 785).

Jones, B. (1987). Preservice programs for rural environments: Survey and recommendations. Research in Rural Education, 4(1), 3-8.

Nachtigal, P. (1984). Rural America: Multiple realities. In Paul Nachtigal (Ed.) Rural education: In search of a better way. Boulder, Colorado: Westview Press, 269-278.

Sher, J. (1977). Education in rural America. Boulder, CO: Westview Press.

Slater, D. (1987). Task force for teacher education survey. (unpublished report). Eastern Oregon State College, LaGrande, OR.

Williams, R., & Cross, W. (1987). Preparing rural teachers in Canada. The Rural Educator, 9(1), 22-25.

Young, P. (1981). Pre-service teacher training for rural schools. In Frank Darnell and Patricia Simpson (Eds.) Rural education: In pursuit of excellence. Nedlands, Western Australia: National Center for Research on Rural Education, 169-175.

Appendix A

Resources for Multiage Classrooms

The following list of references provides ideas, examples, and models of activities that should prove beneficial to teachers working in multigrade classrooms. We hope in future publications to extend this list based on information we receive from our readers. If you know of similar publications, please contact the Rural Education Program at Northwest Regional Educational Laboratory.

Blackwood, L. (1987). More like a school family, than just a teacher and his/her students - Is a one-teacher school for you . . . ?. Anchorage, AK: L.C.'s Manner, 2440 E. Tudor Road, Suite 950.

Provides a detailed account of how to successfully and effectively teach in a small one teacher school in rural Alaska.

Cohen, Elizabeth. (1986). Designing groupwork: Strategies for the heterogeneous classroom. New York: Teachers College Press.

This book provides a research based discussion of groupwork and activities for implementing groupwork in classrooms.

Evertson, C., Emmer, E., Clements, B., Sanford, J., Worsham, M., & Williams, E. (1981). Organizing and managing the elementary school classroom. Austin, Texas: University of Texas.

Although designed for traditional urban/suburban classroom settings, this handbook provides detailed research based checklists for organizing and managing classrooms. Case studies and a reference list are included.

Good, T., & Brophy, J. (1987). Looking in classrooms (4th Ed.). New York: Harper & Row.

A detailed look at what teachers do in classrooms to improve student performance. Includes such topics as modeling, teacher observation, teacher expectations, classroom management, heterogeneous grouping, and mastery learning.

Griswold, Cathy. (1987). Topic development for multi-level classrooms, K-5. Salem, OR: Oregon Department of Education.

A guide that demonstrates how teachers might plan an integrated curriculum strategy for the multigrade classroom.

Kleinfeld, J., McDiarmid, & Parret, W. (1986). The teacher as inventor: Making-small-high-schools-work. Fairbanks, AK: University of Alaska at Fairbanks.

A collection of ideas that have worked in specific circumstances and a directory of resources available to teachers in small schools.

Muse, I., Smith, R., & Barker, B. (1987). The one-teacher school in the 1980s. Las Cruces, NM: ERIC Clearinghouse on Rural Education and Small Schools.

This report focuses primarily on a review of research on one-room schools. It also includes a description of selected one-room schools and the names and addresses of one-room schools surveyed for the research project.

Schell, L., & Burden, P. (1984). Before school starts: A handbook for new elementary rural/small school teachers. Las Cruces, New Mexico: ERIC Clearinghouse on Rural Education and Small Schools.

This handbook provides many examples of things teachers can do in advance of the first day of school to help them organize and manage their classrooms. A bibliography on classroom management and discussion is included.

Slavin, R. (1986). Using student team learning (3rd Ed.). Baltimore, Maryland: Johns Hopkins University.

This handbook on cooperative learning provides ideas and resources for developing and implementing student team learning. A case study of one student is provided along with references.

Appendix B

Rural Education Organizations

The following is a list of organizations and programs in rural education that can provide additional information on rural preservice and inservice opportunities in different parts of the United States. In addition, nearly all of the nine Regional Educational Laboratories operate rural education programs that provide information on rural education (contact The Rural Education Association for a detailed list of rural education organizations at the international, state and regional levels).

Rural Education Association
300 Education Building
Colorado State University
Fort Collins, CO 80523
(303) 491-7022

American Council on Rural Special Education
National Rural Development Institute
Bellingham, WA 98225
(206) 676-3576

National Rural Teacher Education Consortium
National Rural Development Institute
Bellingham, WA 98225
(206) 676-3576

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
Box 3AP
Las Cruces, NM 88003
(505) 646-2623

Consortium of Higher Education Rural Program Administrators
Office of the Associate Dean
College of Education
Bluemont Hall
Kansas State University
Manhattan, KS 66506
(913) 532-6361